

Name: _____ Date: _____

Teacher: _____ School: _____

Grade 6 Note-Sheet Scoring Chart for Units 1 and 4

Data captured from this assessment are intended to inform instruction. These are not summative tasks and therefore, they should not contribute to grades until writers have opportunities to receive feedback after the baseline is given and revise multiple times. See assessment blueprints for more information and the common procedure to be followed.

Step One: Defining Topics and Creating Research Questions:

W.6.7

___4 point response (above standard)

- Writer identifies three topics that exhibit strong alignment to the required research theme.
- Writer generates three questions that exhibit strong alignment to the identified topic.
- Topics and questions generated reflect an understanding of what is worthy of investigation. They also have high potential to generate a bounty of meaningful information upon investigation.

___3 point response (at standard)

- Writer identifies two topics that exhibit alignment to the required research theme.
- Writer generates two questions that exhibit alignment to the identified topic.

___2 point response (below standard)

- Writer identifies at least one topic that is relevant to the required research theme.
- Writer generates at least one question that is relevant to the identified topic.

___1 point response (significantly below standard)

- Writer is beginning to identify a topic which may or may not be relevant to the research theme.
- Writer is beginning to develop a question, which may or may not be relevant to the research theme.

Step Two: Gather Information from Different Sources

RI.6.1, W.6.8, W.6.9b

___ 4 point response (above standard)

- Writer identifies 3 or more sources and accurately cites evidence to support what each text says explicitly.
- Writer uses evidence and best practices to evaluate the credibility of each source, describing how the sources they are relying upon use claims that are supported by reason. Citations are complete for all sources.
- Writer draws significant information from all sources to support research.

___ 3 point response (at standard)

- Writer identifies at least two sources and accurately cites evidence to support what each text says explicitly.
- Writer uses criteria for credibility provided by teachers to evaluate each source, describing how the sources they are relying upon use claims that are supported by reason. Citations are mostly complete.
- Writer draws adequate information from all sources to support research.

___ 2 point response (below standard)

- Writer identifies at least two sources and attempts to cite evidence to support what each text says explicitly.
- Writer uses opinion to evaluate each source. At least one citation is mostly complete.
- Writer draws some information from at least one source to support research.

___ 1 point response (significantly below standard)

- Writer identifies at least one source and is beginning to cite evidence to support what the text says explicitly.
- Writer shares an opinion about the source and is beginning to develop a citation.
- Writer is beginning to draw information from at least one source to support research.

TOTAL POINTS POSSIBLE

/4

Step Three: Plan Your Rough Draft

W.6.5, W.6.7, W.6.9b, RI.6.2

___ 4 point response (above standard)

- Writer establishes a central idea for text and determines a worthy reason for sharing it with a distinct audience.
- Writer articulates a valid reason for the form selected, making a clear connection between intended audience and selected form.
- Writer completes a thoughtful plan for writing, using the graphic organizer provided to its full potential or developing one of his or her own.
- Writer includes many details in the plan that answer one of the research questions generated in step one (above).

___ 3 point response (at standard)

- Writer establishes a central idea for text and articulates a reason for sharing it with an audience.
- Writer articulates why the selected form was chosen.
- Writer completes a plan for writing, using the graphic organizer provided or developing one of his or her own.
- Writer includes details in the plan that answer one of the research questions generated in step one (above).

___ 2 point response (below standard)

- Writer is beginning to establish a central idea for the text.
- Writer may articulate which form was chosen, but does not provide justification.
- Writer begins a plan for writing, using the graphic organizer provided or developing one of his or her own.
- Writer includes details in the plan that begin to answer one of the research questions generated in step one (above).

___ 1 point response (significantly below standard)

- Writer is still deciding what the central idea might be
- Writer is not sure which form the piece should take
- Writer is beginning to plan in a minimal fashion, but more details are needed

TOTAL POINTS POSSIBLE

/4

Step Four: Creating Your Rough Draft and Self-Assessing Your Work

R.6.2a-f

*The required rubric for the Units 1 and 4 performance-based assessment may be used for self-evaluation purposes. It should also be used to generate a score for this domain.

Step Five: Peer Review and Revision

___ 4 point response (above standard)

- Writer formulates a clear revision plan in response to feedback provided and supplements feedback from peer review with information from self-evaluation or others as needed (if feedback received was inadequate).
- Revisions to work are significant. The content changes in meaningful ways pre/post.

___ 3 point response (at standard)

- Writer formulates a revision plan.
- Revisions to work are adequate. The content changes in noticeable ways pre/post.

___ 2 point response (below standard)

- Writer is beginning to formulate a revision plan.
- Writer has begun to revise work, focusing mostly on surface errors and minor aspects of content.

___ 1 point response (significantly below standard)

- Writer needs additional support to attend to feedback.
- Writer has edited work and improved conventions. Content remains unchanged.